

Activity 3

Directions: Read the following sentences. Then, decide whether or not it contains an error in **parallel structure**. If the sentence has *No Error* write **NE**, if the sentence *has an Error*, write **E** then underline the word or phrase that ruins the sentence. Write your answers on a separate sheet of paper.

Example:

a. The children sweep the floor, wash the dishes, and water the plants every morning before they answer their modules. **NE** (*No Error*)

b. After answering their modules, Sheila likes watching Tiktok videos while Diego likes to play mobile legends. **E** (*Error*)

1. The house is not only warm but also cozy. ____
2. She met with her friends and talked to them. ____
3. Her mother noticed not only her lack of enthusiasm but also her lack of self-confidence. ____
4. Do you like milk, tea, or coffee? ____
5. A lot for students have raised their questions and a lot of concerns. ____
6. My grandmother is a great cook. She can either make you delectable dessert or a sumptuous meal. ____
7. At the farm, my grandfather raises a lot of animals like chickens, cows, pigs, and several ducks. ____
8. For our class we bought several school supplies including pen, fastener, stapler and a lot of paper. ____
9. During summer vacation we not only visited the farm but also the pond. ____
10. Her garden is full of blooming flowers and colorful butterflies. ____

Answers To Springboard English8

CH Cherryholmes



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Research in Education ,1973 **Resources in Education** ,1973 Grammar Dimensions Badalamenti,1997 **Pass**
G. E. D. McGraw-Hill/Glencoe,Scott, Foresman and Company Staff,1994 **The British Library General Catalogue of**
Printed Books 1976 to 1982 British Library,1983 **Teaching Practices and Equitable Learning in Children's**
Language Education Giannikas, Christina Nicole,2021-03-26 Educating children and leading them towards the path of
bilingualism is a valuable and challenging task for any educator Effective language teaching can contribute to young learners
cognitive growth develop their problem solving skills enhance their comprehension abilities and provide children with the
satisfaction of succeeding in the challenge of learning a foreign language All these issues must be taken under consideration
when researching children and their teachers The current literature indicates that further material is needed to provide
professionals with different classroom situations and enhance the art of teaching children Teaching Practices and Equitable
Learning in Children s Language Education focuses on various perspectives of efficient practices approaches and ideas for
professional development in the field of young language learners The chapters in this book link the theoretical understanding
and practical experience of teaching children languages by concentrating on teaching practices material design classroom
management reading speaking writing and more This book is designed for inservice and preservice teachers administrators
teacher educators practitioners stakeholders researchers academicians and students interested in the field of early language
learning and applied linguistics at large Bookbuyers' Reference Book ,1993 **English Journal** ,1985 Job Corps
GED Competencies Program Guide United States. Employment and Training Administration,1987 **The Search for**
Solutions Teaching Guide (abridged) Illinois State Board of Education (1973-),1980 *Universal Dictionary of the*
English Language Robert Hunter,Charles Morris,1897 *Universal Dictionary of the English Language* ,1898
 Educational Resources for Microcomputers ,1984 *Practical English, a Scholastic Magazine* ,1957 *The*
Encyclopædic Dictionary Robert Hunter,1888 **The New York Times Index** ,1974 *The American Dictionary and*
Cyclopedia Robert Hunter,1900 **The Japan Daily Mail** ,1888 **Canadiana** ,1988-05 Christian Home Educators'
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